Let's Make It Happen! Leadership Skills and Attitudes That Foster Learning Communities

Module 4

http://www.nj.gov/education/profdev/pd/teacher

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This is the fourth webinar in a series of webinars focused on collaborative professional learning in New Jersey's schools.

Webinar number one describes the changes in regulations for professional development for teachers.

Webinar number two describes the first steps towards the implementation of planning for this new paradigm.

Webinar number three describes critical attributes found in high performing collaborative cultures.

Visit www.nj.gov/education/profdev/pd/teacher to download:

- All webinars in the series
- Instructions for downloading and viewing webinars
- *Collaborative Professional Learning in School and Beyond: A Tool Kit for New Jersey Educators*—**a rich array of resources, such as articles, tools, assessment instruments, and examples of how schools successfully implement collaborative professional learning. Free to all NJ educators.**
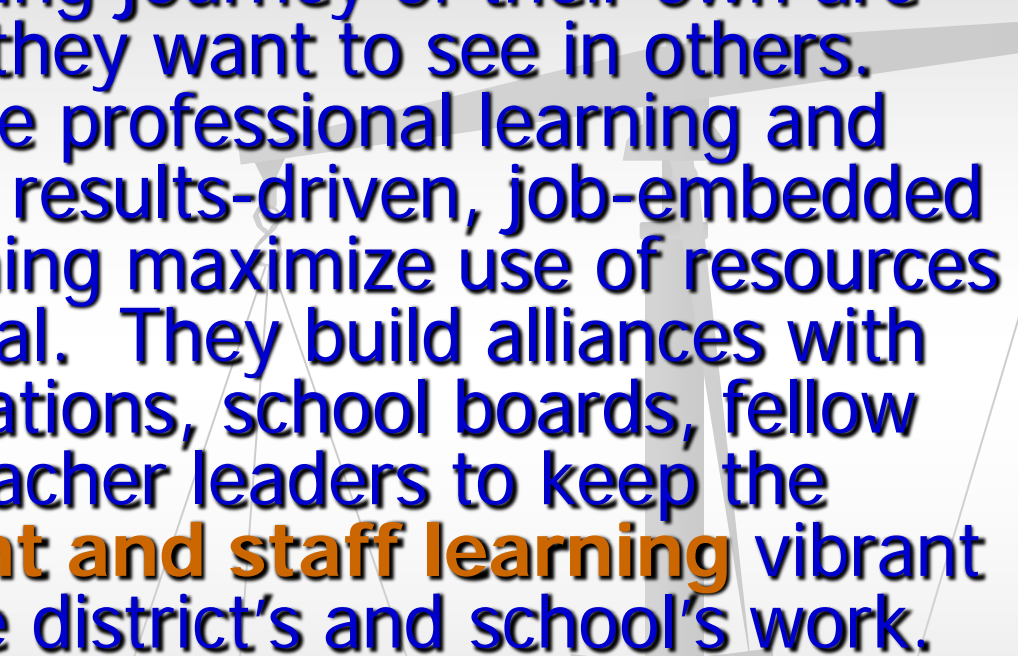
This program is being recorded.

Hold your questions.

Thank you!

Goals

- Explore effective leadership practices as seen from the perspectives of school and district leaders where professional learning communities are thriving.

- Hear the stories of two New Jersey school districts currently implementing successful collaborative cultures that improve teaching and learning.
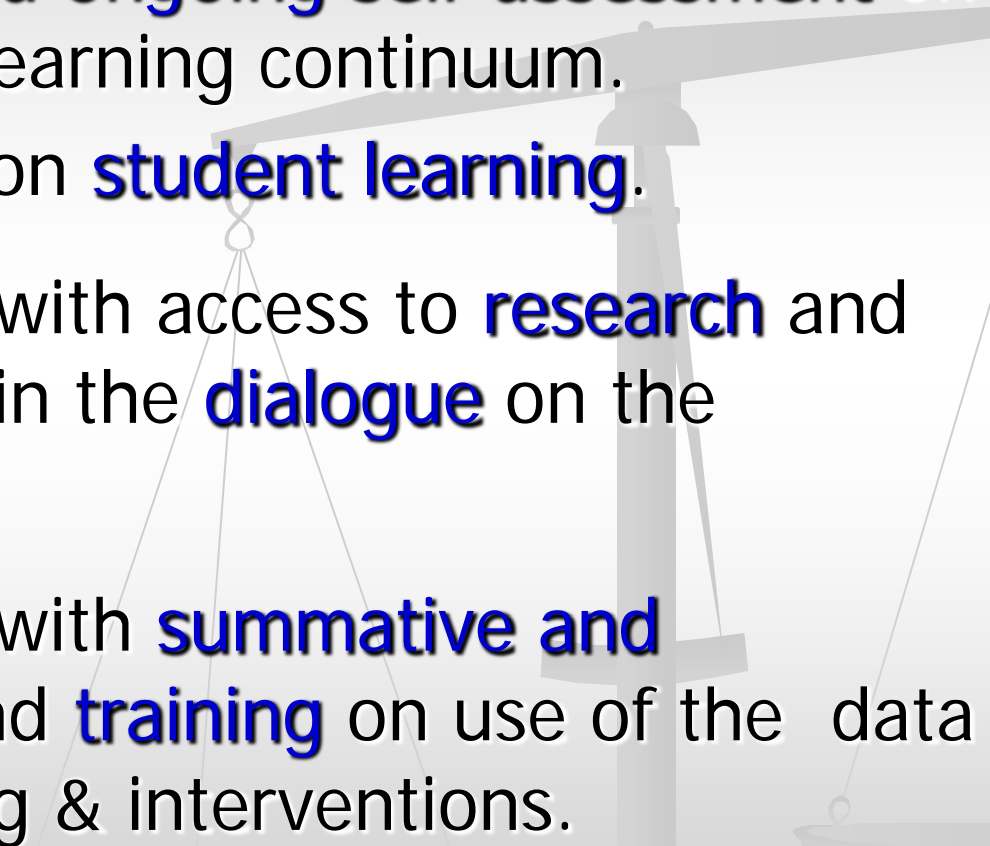
Leaders who not only value learning but also engage in a learning journey of their own are **models** of what they want to see in others. Leaders who value professional learning and hold the vision of results-driven, job-embedded professional learning maximize use of resources to achieve the goal. They build alliances with teachers' organizations, school boards, fellow principals, and teacher leaders to keep the **focus on student and staff learning** vibrant and central to the district's and school's work.

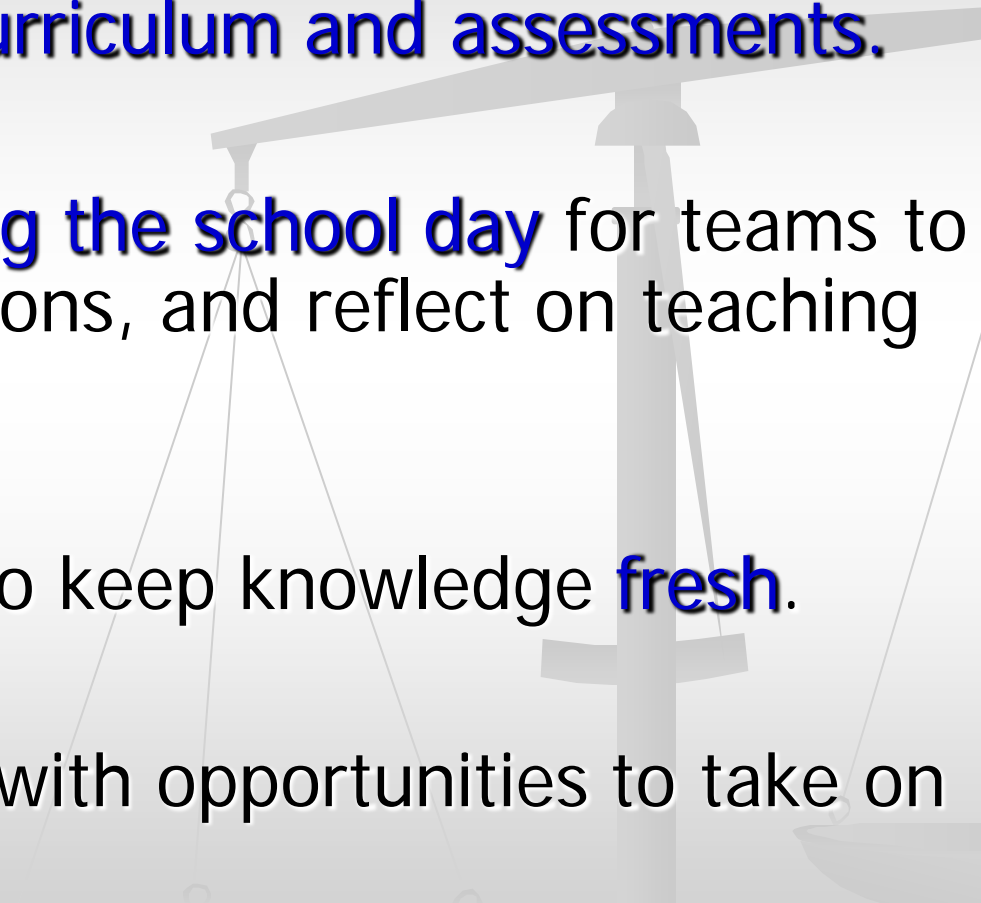**Kay Psencik, *Accelerating Staff and Student Learning, Corwin Press, 2009***

Effective Leadership Practices

- Have a deep understanding of the definition of high quality professional development and the NJ Professional Development Standards.

- Identify and communicate district strategic goals; make connections among programs and initiatives in schools.

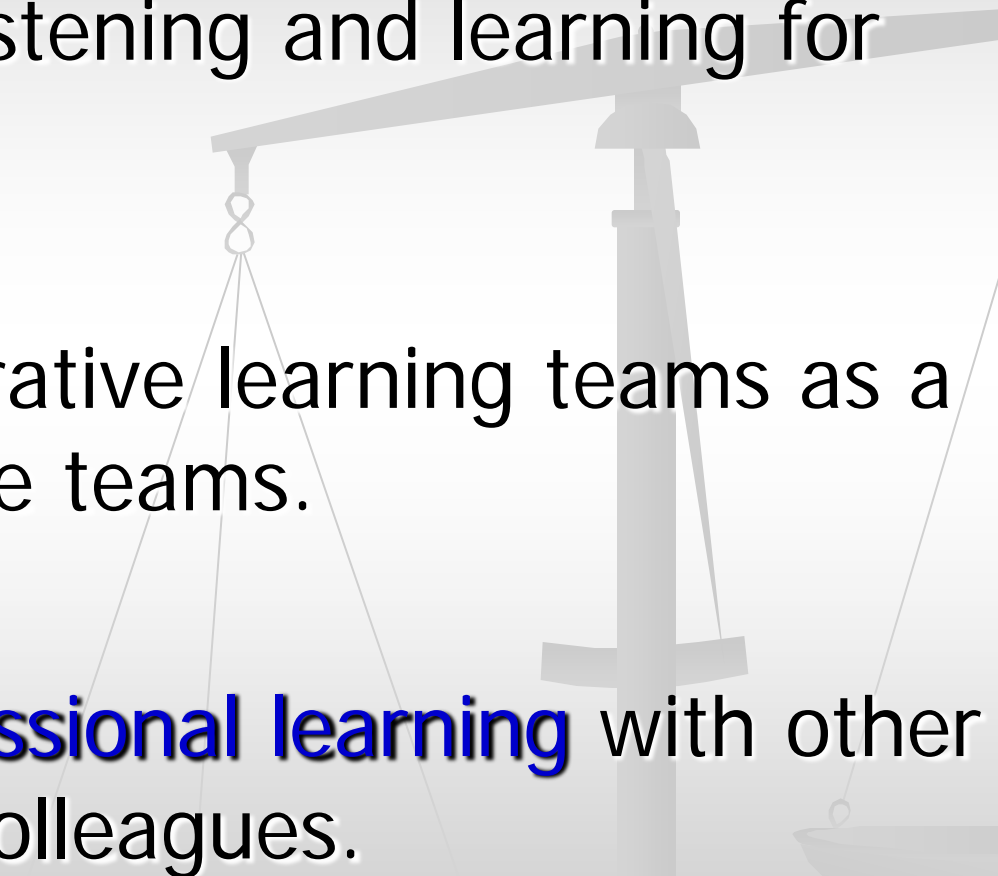- Establish a shared vision for student success.

Effective Leadership Practices

- Conduct **initial and ongoing self-assessment** on the professional learning continuum.
- Maintain a focus on **student learning**.
- Provide teachers with access to **research** and engage teachers in the **dialogue** on the research.
- Provide teachers with **summative and formative data** and **training** on use of the data to inform planning & interventions.

Effective Leadership Practices

- Engage teacher/administrator teams in writing and delivery of curriculum and assessments.

- Create time during the school day for teams to plan, critique lessons, and reflect on teaching and learning.

- Expect teachers to keep knowledge fresh.

- Provide teachers with opportunities to take on leadership roles.

Effective Leadership Practices

- Be a model of listening and learning for staff members.

- Support collaborative learning teams as a member of those teams.

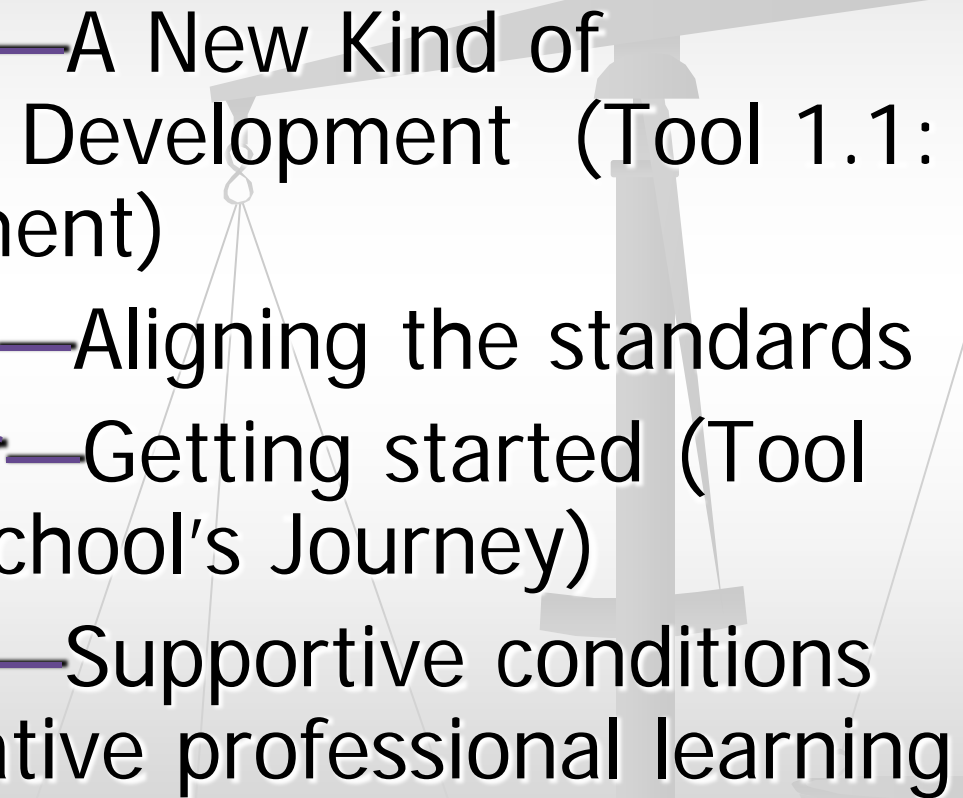- Engage in professional learning with other administrative colleagues.

Effective Leadership Practices

- Take time to build trust.

- Provide support in subtle ways, not by over-mandating.

- Guide communities toward self-governance.
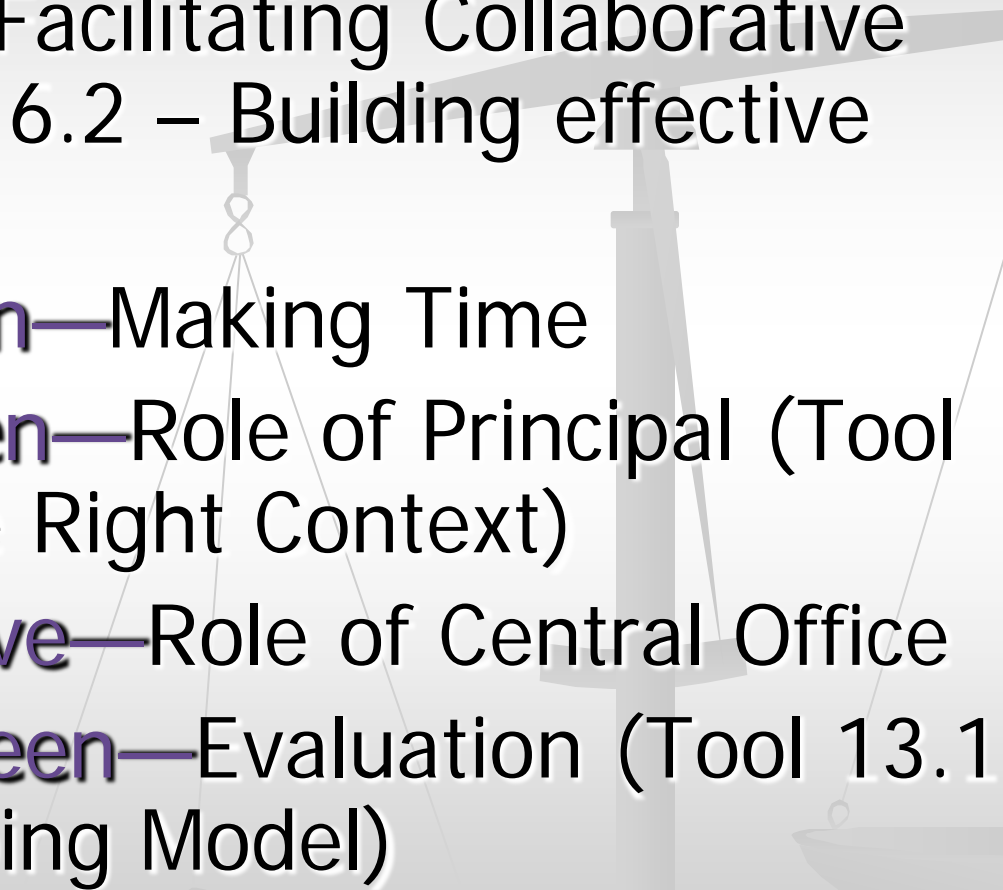
- Celebrate small and big successes.
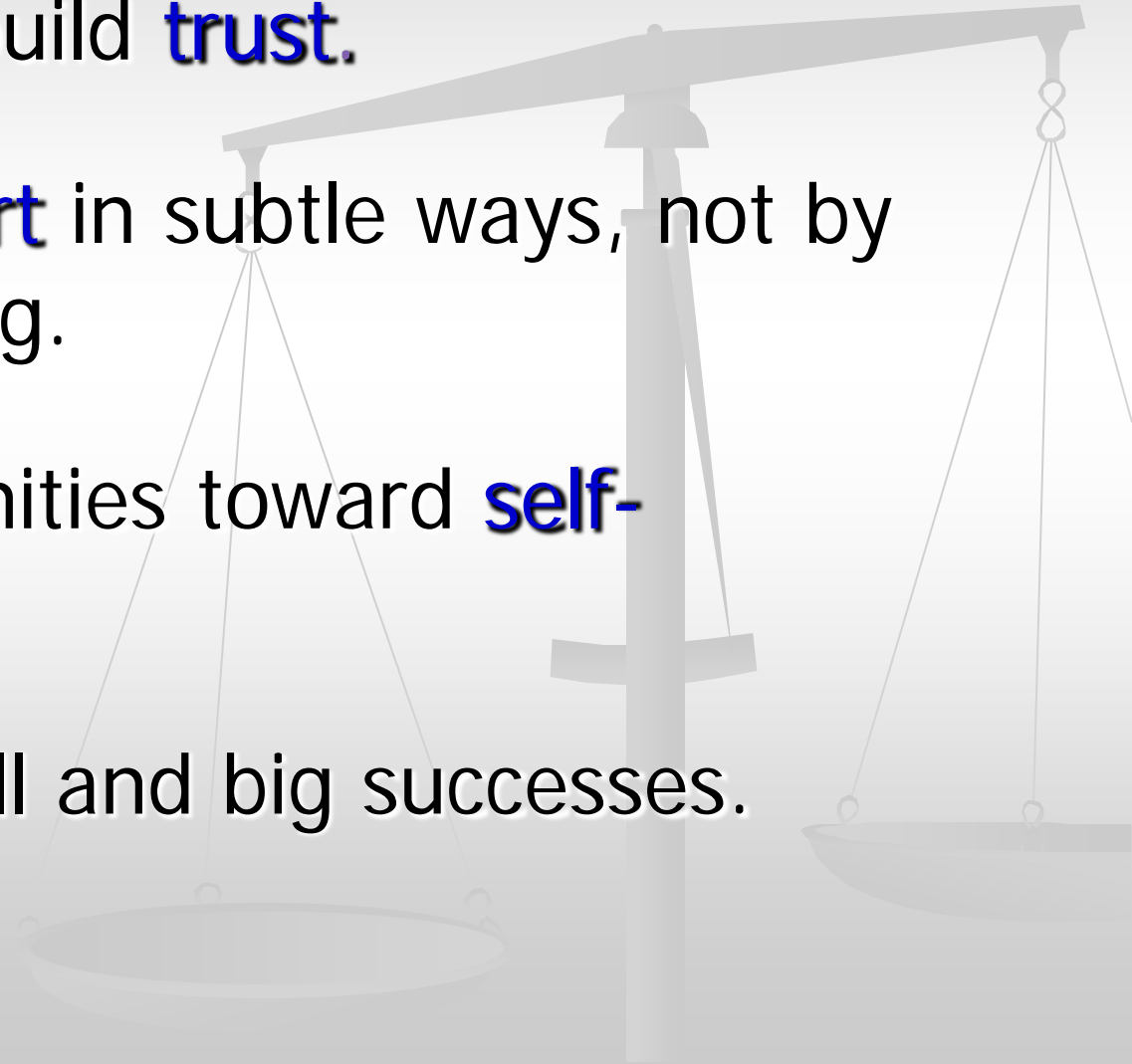
New Jersey Tool Kit

Some recommended tools for leaders:

1. Chapter One—A New Kind of Professional Development (Tool 1.1: self-assessment)

2. Chapter Two—Aligning the standards

3. Chapter Four—Getting started (Tool 4.1 – One School's Journey)

4. Chapter Five—Supportive conditions for collaborative professional learning

New Jersey Tool Kit

5. Chapter Six—Facilitating Collaborative Teams (Tool 6.2 – Building effective teams)

6. Chapter Seven—Making Time

7. Chapter Eleven—Role of Principal (Tool 11.5 – In the Right Context)

8. Chapter Twelve—Role of Central Office

9. Chapter Thirteen—Evaluation (Tool 13.1 – Back mapping Model)

Voices of New Jersey Leaders

Patricia Wright - Superintendent, Spring Lake School District

Lewis Stonaker - Staff Development Coordinator, Monroe Township Public Schools

- How did you become committed to a collaborative model of professional learning?

- What vision drives your district and/or school?

- How did you get started?

- What is the heart of the work?

- How do leaders build and support a culture of collaboration?

- How do you build leadership capacity for teacher leaders?

Voices of New Jersey Leaders

Patricia Wright
Superintendent
Spring Lake School District

How did this district become committed to a collaborative model of professional learning?

- Experience with disconnected professional development and "flavor of the month" approaches

  - ➤ Impact on student learning

  - ➤ Impact on climate

- Current research

- Experience with job-embedded collaborative professional learning

Spring Lake School District

How did you get started?

1. Review where we were.

2. Decide where we want to go.

3. Establish the foundational pieces for change.

4. Work on those pieces, constantly evaluating our progress towards them.

5. Address issues and needs that get in the way of that movement.

Spring Lake School District

Getting Started

"When we think of change, we usually think of learning new skills, rather than showing integrity to basic principles."

Stephen Covey (*Principle- Centered Leadership* 1991)
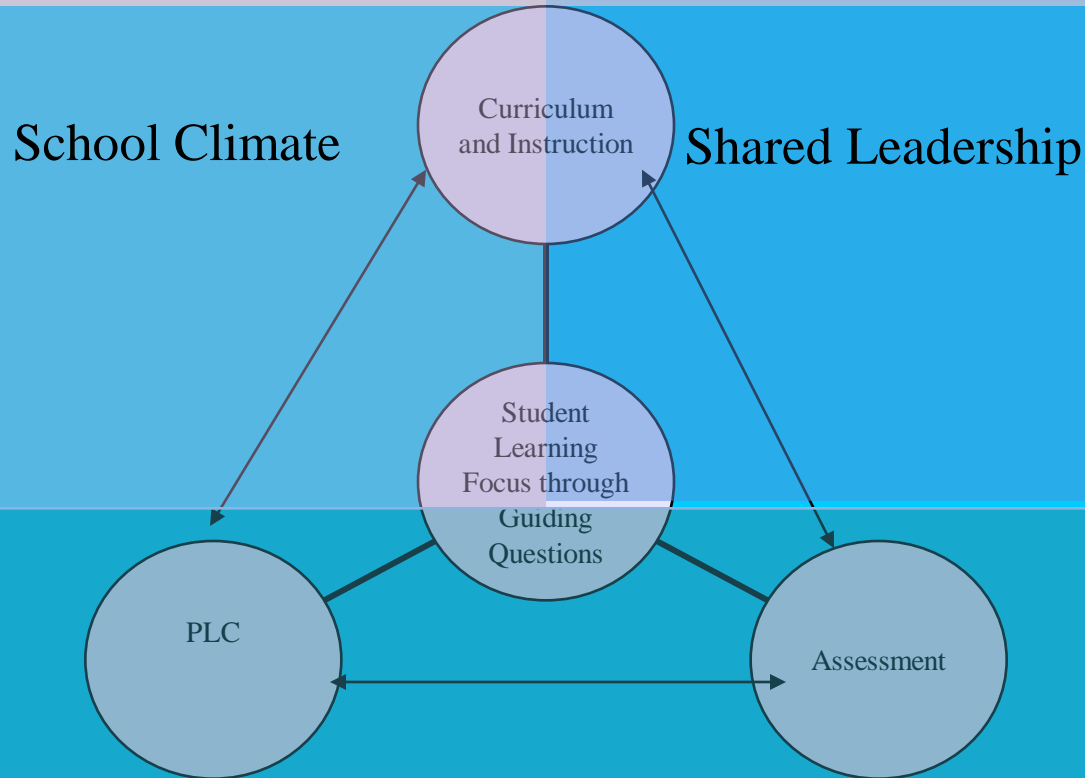
The Focus of the Instructional Leader: FOUNDATIONAL PIECES
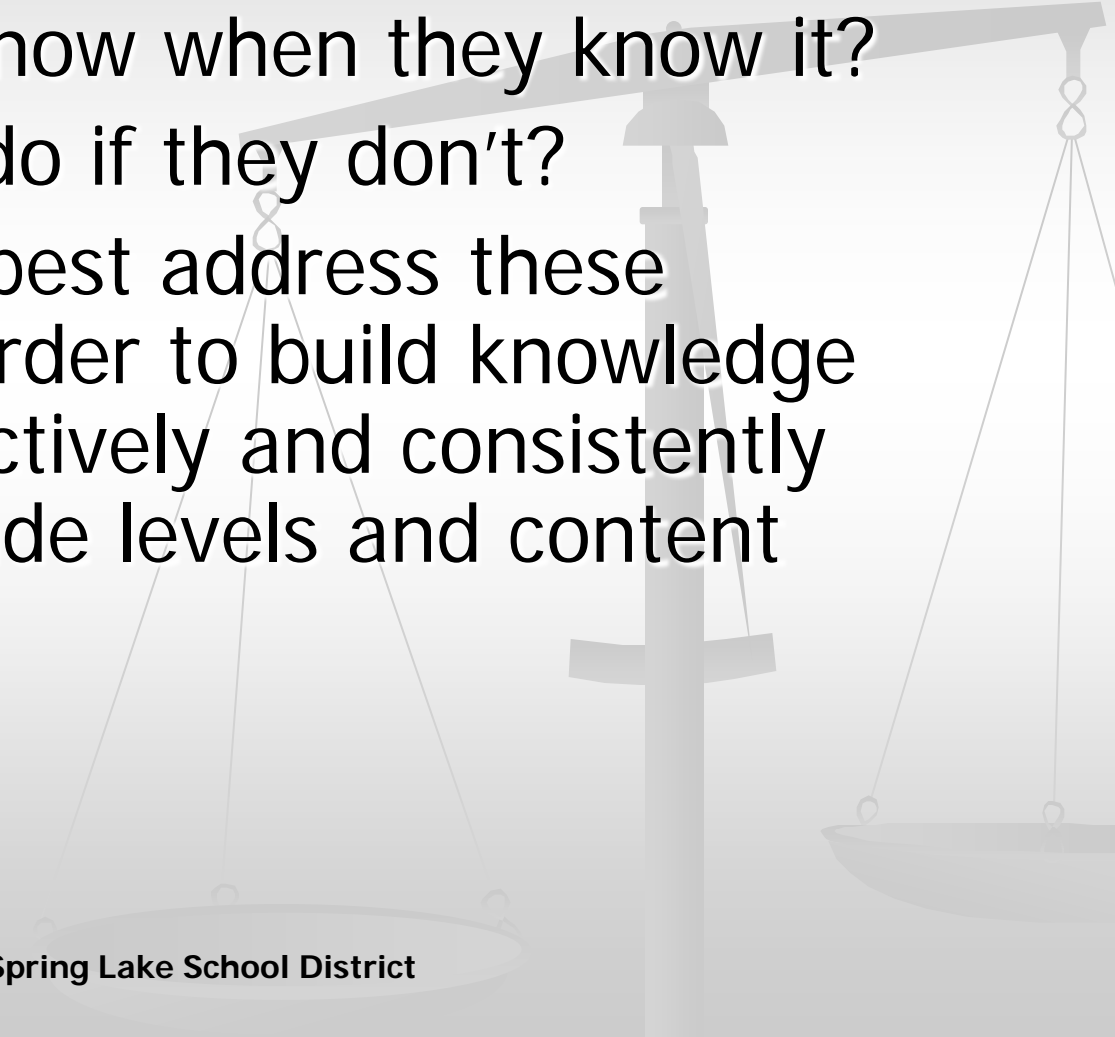
How We Got Started: Guiding Questions

1. What do we want our students to know?

2. What strategies do we need to teach students so that they can learn and independently apply what they know?*

3. What lesson activities are effective in enabling varied learners to build the required knowledge, skills, understandings and strategies?

*Added by PLC

Spring Lake School District

How We Got Started: Guiding Questions

4. How do we know when they know it?

5. What do we do if they don't?

6. How can we best address these questions in order to build knowledge and skills effectively and consistently across the grade levels and content areas?*

*Added by PLC

How We Got Started:
The Foundational Pieces Needed for Change

- ❖ We need a school climate conducive to student and adult learning.

- ❖ We need to be on the same page about our goals. (Guiding Questions)

- ❖ We need to have a viable curriculum to focus our work. (UbD)

Spring Lake School District

How We Got Started:
The Foundational Pieces Needed for Change

- ❖ **We need to understand the needs and strengths of our students. (Formative/Summative Assessment)**

- ❖ **We need to work collaboratively and share the responsibility for all students' learning. (PLC)**

Spring Lake School District

How We Got Started: Collaboration by Invitation

- **A collaborative effort to address school climate**

- **Literacy Focus Group – Reader's and Writer's Workshop**

- **Formative Assessment Focus Group**

- **Project-Based Learning Focus Group**

Spring Lake School District

The Heart of Our Work

UbD Redesign – What meets our needs?

Understanding by (Our Own) Design

- Focuses on essential learning related to the NJCCCS

- Focuses on student strategies and student responsibility for learning

- Focuses on formative assessment to ensure achievement and provide early and appropriate interventions

The Heart of our Work: STUDENT LEARNING

- Sending districts collaborate to create a K-12 curriculum

- The curriculum will drive the work of our PLC forever

- Template drives an ongoing dialogue that leads to continuous revision and refinement of curriculum based on student data

Spring Lake School District

The Heart of Our Work

A Common Language Creates an Ongoing Dialogue About Instruction

- Lesson Plan template

- Walkthroughs

- Teacher observation and evaluation

- Grade level meetings

Spring Lake School District

"It is more common to find school professionals who say they are part of a 'learning community' than it is to actually find a professional learning community in operation." **Alan M. Blankstein,** *Failure Is Not an Option*

Webinar number 3:

"Building A Culture of School-level Collaborations"

How did you build and support a culture of collaboration in Spring Lake?
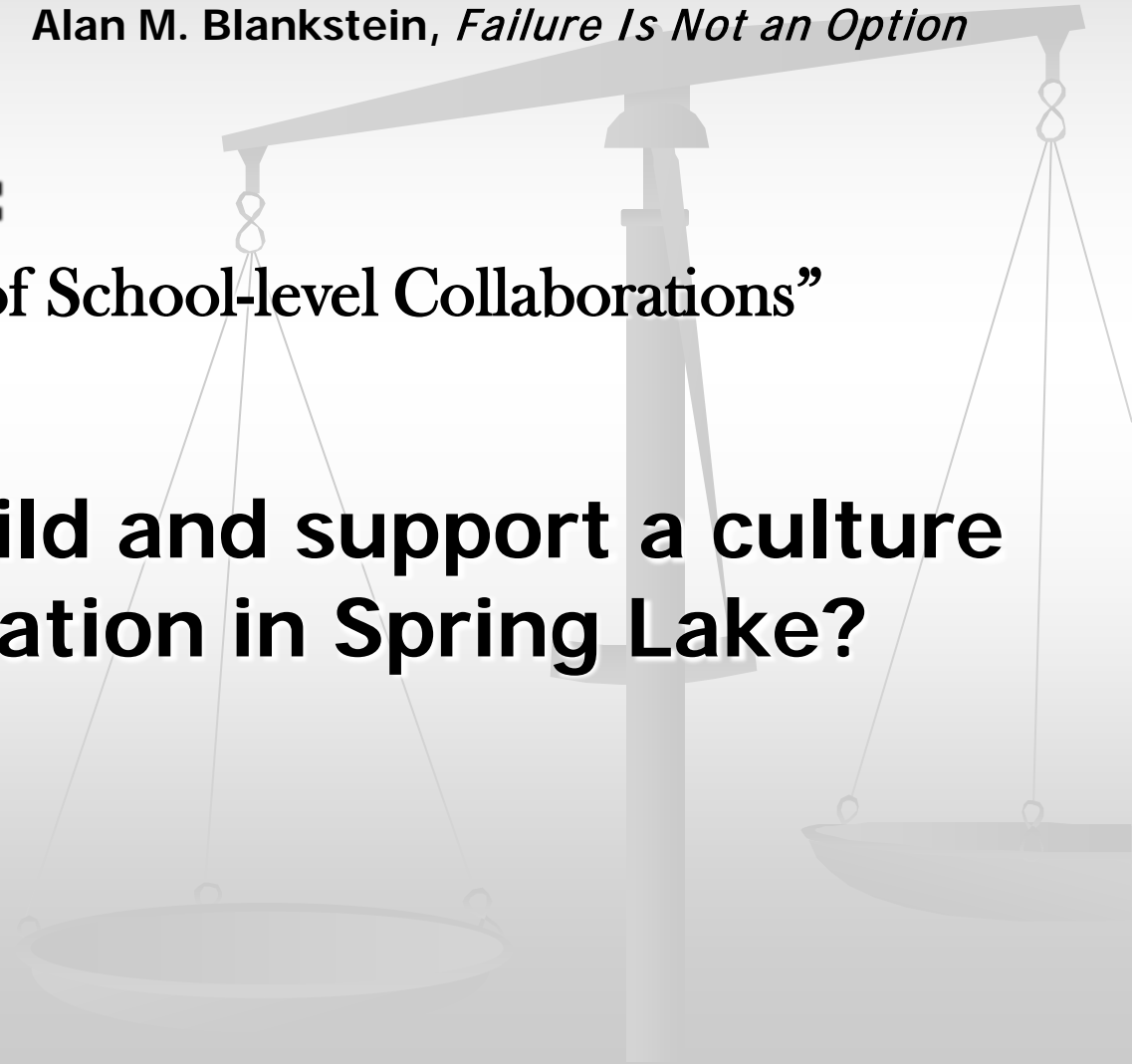
Building a Culture of Collaboration

Climate is Key

- Deal with climate issues collaboratively.
- Build mutual respect and trust through team success, collective ownership, risk-taking and collegial support.
- Take on the role of the Lead Learner and the release of responsibility.
- Value everyone. Everyone can be a leader. Situational leadership.
- Celebrate and communicate success.
- Provide necessary time and resources

Spring Lake School District

Building a Culture of Collaboration: Collaboration by Expectation

Norms

- Start and end on time.

- State the objective and remain focused.

- Actively listen and participate.

- Voice and respond to concerns positively and nonjudgmentally.

- Address violations of the norms.
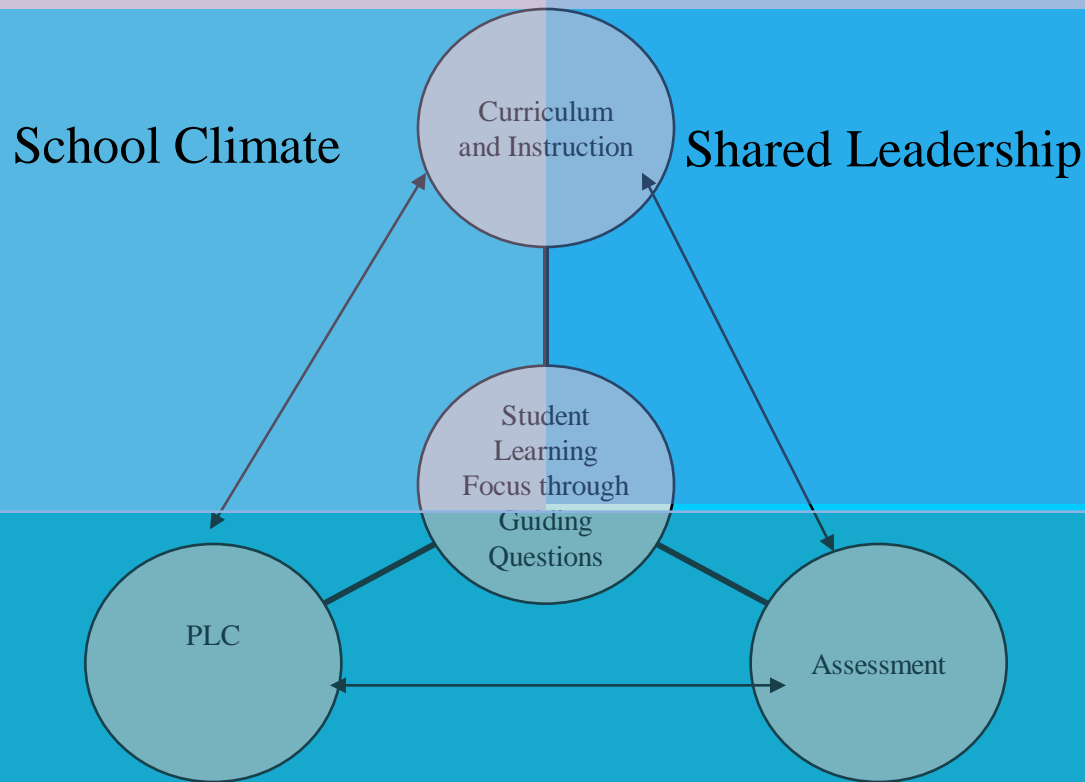
Spring Lake School District

Building a Culture of Collaboration: Administration's Commitments

- I will provide time and resources to foster the work of collaborative teams.

- I will support the development of teacher leaders.

- I will support team work that occurs during the school day. That can include using substitutes to allow for collegial observations and work on team initiatives.

- I will keep our common goal, student learning, at the heart of any school planning and decisions.

- I will not use the results of common formative assessments as an evaluation tool.

Spring Lake School District

Connections Create Coherence

It is the district/school leader's role to develop, implement and communicate a plan that guides decision making along paths that drive continuous school improvement – student achievement.

Spring Lake School District

The Focus of the Instructional Leader: FOUNDATIONAL PIECES

School Climate

Shared Leadership

Curriculum and Instruction

Student Learning Focus through Guiding Questions

PLC

Assessment

Communication of Connections

Shared Leadership

*District leaders   * School leaders   *Teacher leaders

Teachers have long taken on leadership roles in various capacities. PLCs provide new opportunities for teachers to be involved in decision making.

How has teacher leadership expanded?

Teachers can become leaders when a supportive culture exists in a school.

How do you grow and support teacher leaders in Spring Lake?

Building leadership capacity and support for teacher leaders

Provide Opportunities for:

- **Shared Decision- Making**

- **Situational Leadership**

- **Targeted Professional Development**

Spring Lake School District

Where We Were
Mission Statement - 2006

We will function as a cooperative unit of dedicated teachers to create a positive, child centered environment that fosters respect, responsibility, lifelong learning and success for all students.

Spring Lake School District

Where We Are
Mission Statement 2009

H. W. Mountz is a community of learners. The mission of H. W. Mountz School will ensure that all students meet and exceed the NJCCCS, develop the six pillars of character and develop the skills necessary to be life-long learners and productive citizens in the 21st century.

Our mission will become a reality when it is supported by actions that are driven by our beliefs and our values.

Spring Lake School District

SUPPORTED BY BELIEFS

We believe:

- All students are unique and can learn.
- Students learn best in a safe, caring and motivating environment that is based on mutual respect.
- Students can apply learning strategies and utilize self-assessment tools to take ownership for their learning.
- Students can develop critical, creative, problem-solving and decision-making skills.

Spring Lake School District

SUPPORTED BY BELIEFS

We believe:

- Students can develop the pro-social skills necessary to ensure a respectful and collaborative learning environment.

- Students can develop the pillars of character through opportunities for action in the school and community.

- Optimum learning occurs when teachers communicate learning goals to students and parents and support their achievement through standards-based instruction and ongoing assessment.

Spring Lake School District

SUPPORTED BY BELIEFS

We believe:

- It is the responsibility of the administration and the Board of Education to provide the leadership, support and resources necessary to achieve our mission.

- All members of the school community must model the pillars of character.

- It is the responsibility of the school community to inspire students to reach their highest potential and to value life-long learning.

Spring Lake School District
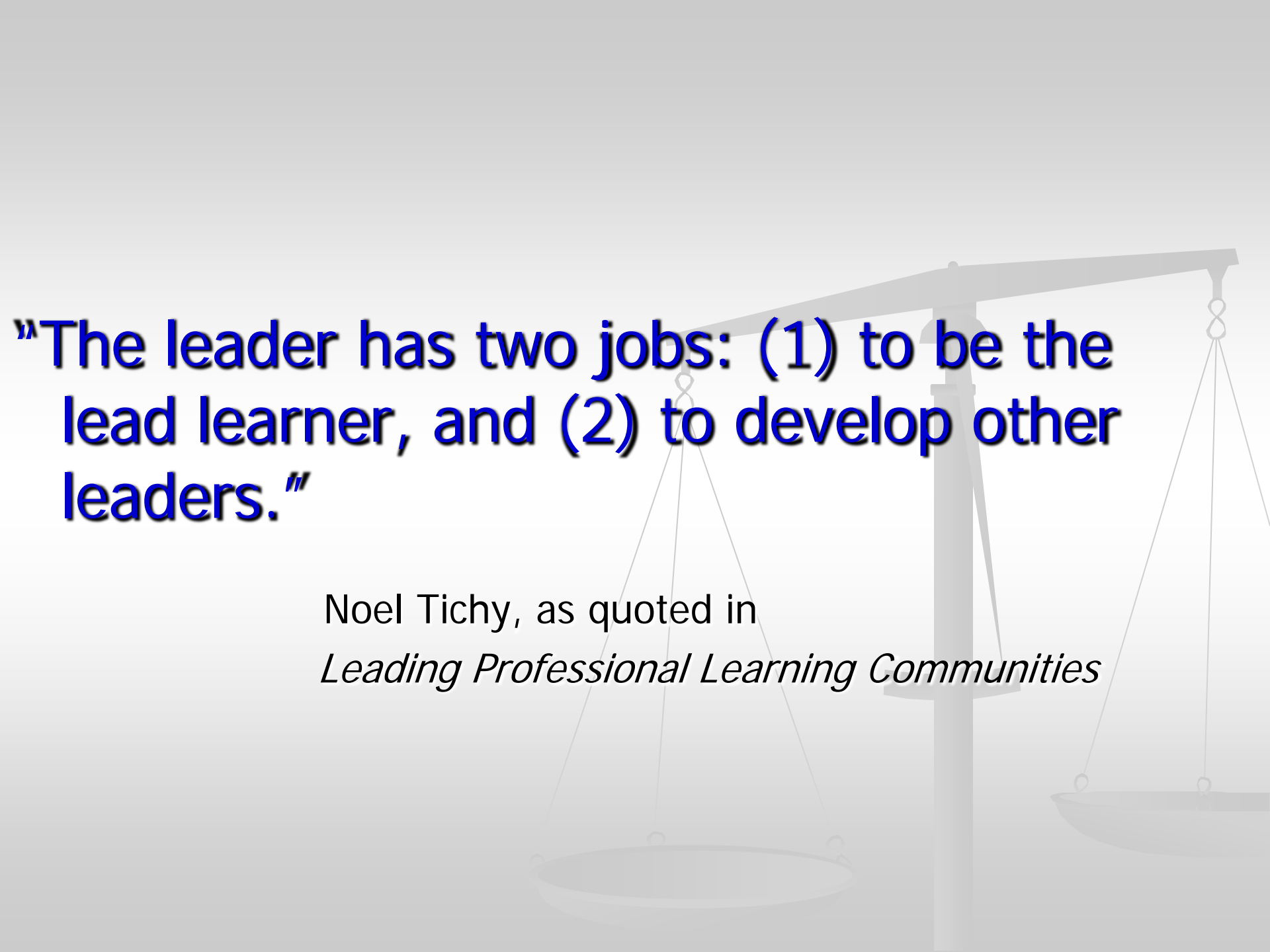
SUPPORTED BY VALUES

We value:

- A strong home -school connection
- A standards-based curriculum
- Differentiated instruction
- Formative and summative assessment
- The development of student strategies for independent learning and the application of skills and knowledge

Spring Lake School District

SUPPORTED BY VALUES

We value:

- Shared responsibility and accountability
- Collaboration and communication
- Shared leadership
- Job-embedded professional learning that creates a consistency and continuity of instruction across grade levels and content areas
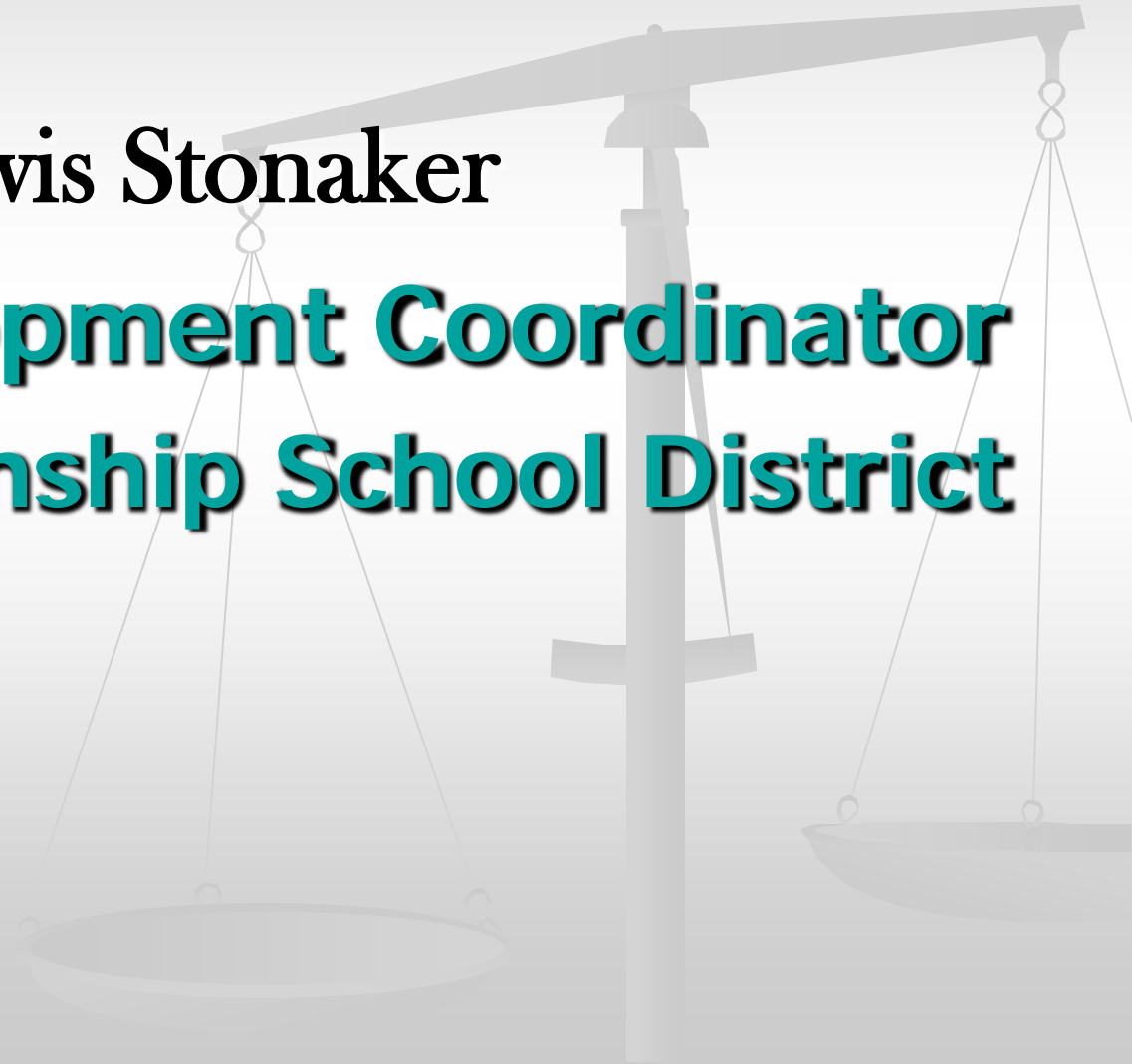- Active participation of all stakeholders in the community of learners

Spring Lake School District

"The leader has two jobs: (1) to be the lead learner, and (2) to develop other leaders."

Noel Tichy, as quoted in

Leading Professional Learning Communities

Voices of New Jersey Leaders

Lewis Stonaker

Staff Development Coordinator
Monroe Township School District

VISION STATEMENT FOR PROFESSIONAL LEARNING COMMUNITIES IN MONROE TOWNSHIP

Our district's Professional Development Plan provides options for staff members and stresses a personalized professional development experience. All options must be ongoing, job-embedded, and results driven.
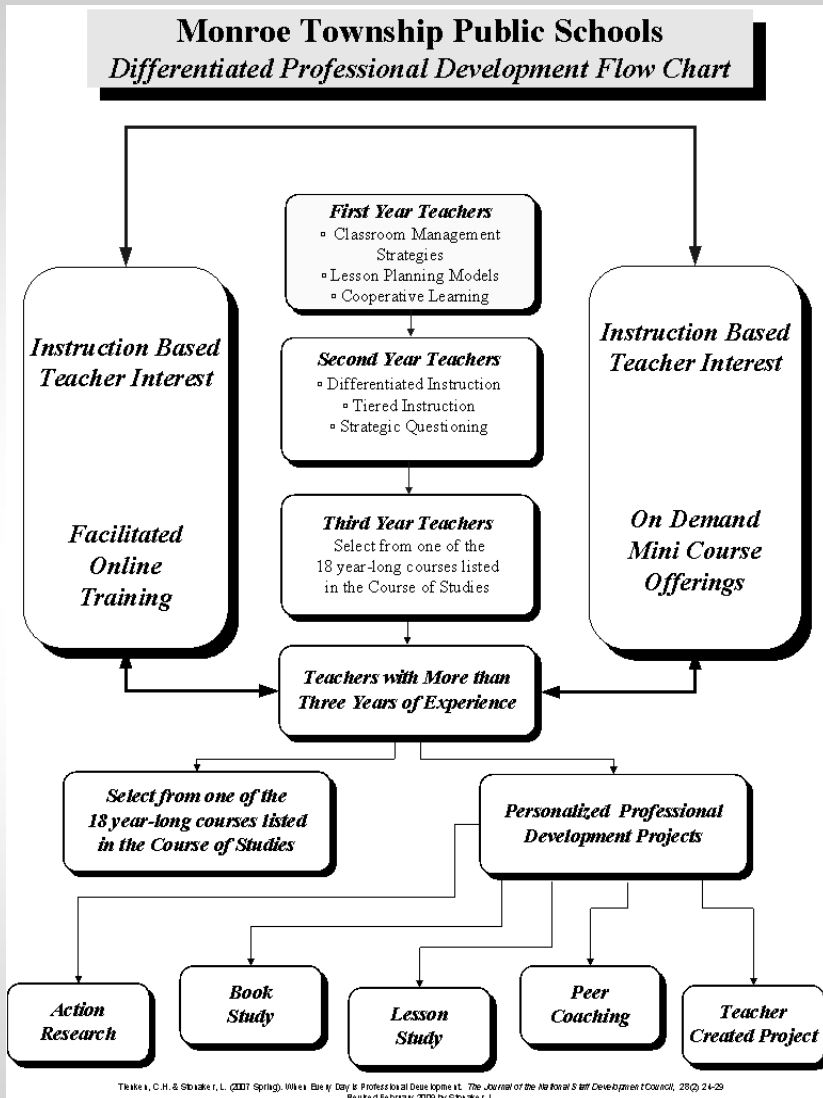
Monroe Township, Middlesex County

Program Overview

- **Needs assessment surveys**

- **Addresses organizational goals of the district and personal growth interests of teachers**

- **Maximizes the internal capacity of staff as teacher-leaders and PD providers**

- **Provides for year-long learning**

MONROE TOWNSHIP, MIDDLESEX COUNTY

HOW DID WE GET STARTED

Steps Taken Before Kick-off Presentation to Staff

1. Administered Professional Development Effectiveness Surveys to All District Staff
2. Conducted District-wide Needs Assessment
3. Met with District Administration to Survey their Ideas and Needs
4. Modified Current Program to Meet New Structure (Local Professional   Development Committee and Administrative Team)
5. Selected 18 Course of Studies Offerings
6. Selected 4 (soon to become 5) PLC Project Options
7. Designed Booklet and Templates for Projects
8. Shared all Templates and Booklet with LPDC, Administrative Team, and Union Representatives
9. Identified Teacher Leaders to Present Course Offerings
10. Designed and Presented "Train the Trainers" Program
11. Trained Administration to Assist Project Participants

Monroe Township,

Middlesex County

HOW DID WE GET STARTED

Steps Taken to kick-off Program and Support Staff

1. Held District-wide Meeting to Launch New Initiative*
2. Held Building-level Meetings to Further Discuss New Plan*
3. Held Departmental/Grade Level Meeting to Further Discuss Plan*
4. Catalog Sent Out to staff for choosing of Course or Project
5. All Staff Scheduled by Staff Development Coordinator
6. Selection List Sent to Building Administration for Approval
7. Confirmations Sent to All District Staff in May
8. Assisted All Staff Interested in Projects with Completion of Project Design Templates*

* Based on Communication/Change Model adapted from: Achilles, C.M. & Reynolds, J.S., & Achilles, S.H. (1997). *Problem analysis: Responding to school complexity.* Larchmont, NY: Eye on Education.

MONROE TOWNSHIP,
MIDDLESEX COUNTY

High-quality professional interactions within a high-performance culture are a prerequisite to quality teaching in all classrooms.
*- Dennis Sparks*

VISION STATEMENT FOR PROFESSIONAL LEARNING COMMUNITIES IN MONROE TOWNSHIP
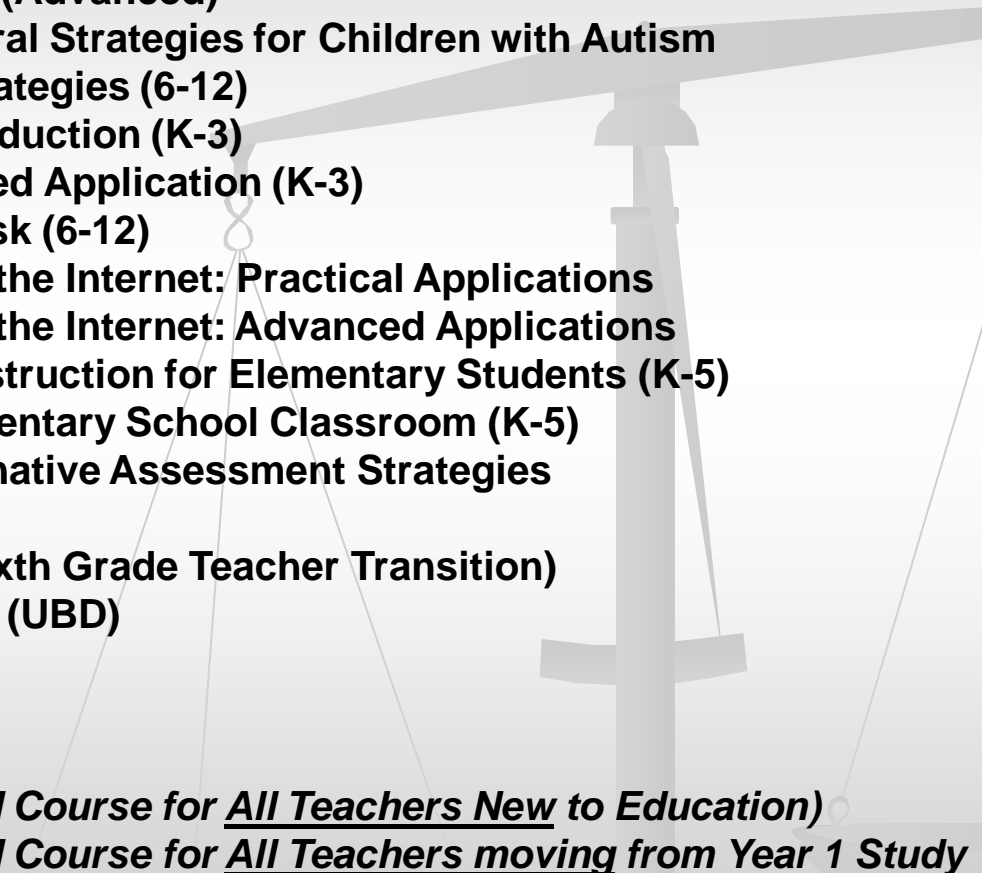
Course of Studies Offerings

• **Trainers (Teacher Leaders) begin the PLC using the NSDC's Promote Continuous Learning Model designed to move the morning's training into classroom application using a differentiated approach.**

• **Members will then work in pairs or small groups and use the Be a Critical Friend approach.**

• **Differentiated work groups can be either school based or district based.**

Monroe Township, Middlesex County

High-quality professional interactions within a high-performance culture are a prerequisite to quality teaching in all classrooms.
- Dennis Sparks

Course # _____

PLC WORK GROUP A

PLC WORK GROUP B

PLC WORK GROUP C

Monroe Township, Middlesex County
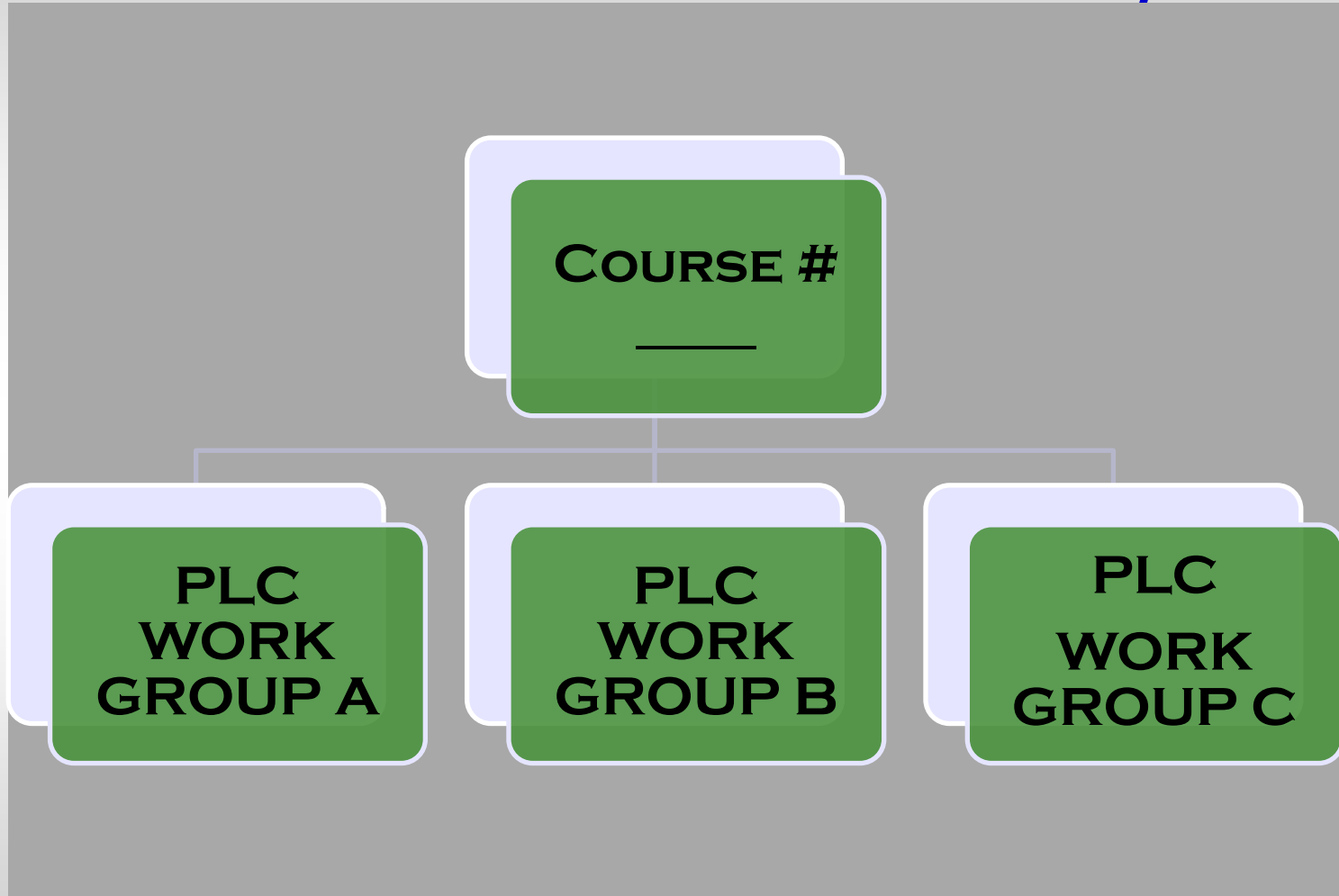
Focused Course Offerings

101   Advanced Behavior Modification Systems
102   Differentiated Instruction (Advanced)
103   Educational and Behavioral Strategies for Children with Autism
104   Effective Questioning Strategies (6-12)
105   Guided Reading: An Introduction (K-3)
106   Guided Reading: Advanced Application (K-3)
107   Identifying Children at Risk (6-12)
108   Infusing Technology and the Internet: Practical Applications
109   Infusing Technology and the Internet: Advanced Applications
110   Inquiry-based Science Instruction for Elementary Students (K-5)
111   Mathematics for the Elementary School Classroom (K-5)
112   Pre, Formative, and Alternative Assessment Strategies
113   Portfolio Assessment
114   The Marvelous Middle (Sixth Grade Teacher Transition)
115   Understanding by Design (UBD)
116   Webpage Design
117   Writer's Workshop (K-5)
118   Writer's Workshop (6-8)
Y1   *Year One Study (Required Course for <u>All Teachers New</u> to Education)*
Y2   *Year Two Study (Required Course for <u>All Teachers moving</u> from Year 1 Study*

Monroe Township, Middlesex County

High-quality professional interactions within a high-performance culture are a prerequisite to quality teaching in all classrooms.
- Dennis Sparks

Project-Based PLC Offerings

• Personalized Professional Development Projects are offered to **experienced staff members** (More than 3 years in education).

• Staff can work individually* or as a small professional learning community (PLC).

• Options include **Action Research, Book Study, Lesson Study, Peer Coaching or Teacher Created Projects**.

• All projects must be instructionally focused and have a direct impact on the classroom.

Monroe Township, Middlesex County

High-quality professional interactions within a high-performance culture are a prerequisite to quality teaching in all classrooms.

- Dennis Sparks

Project-Based PLC Offerings

- Designed for staff who identify specific, individualized* or small group needs.

- All projects must be submitted and approved by building administration during annual PDP conference.

- Administrative Support Personnel (ASP) meet with project participants during each training day.

- Building and district administration visit all schools before PDP conferences to assist with project design questions.
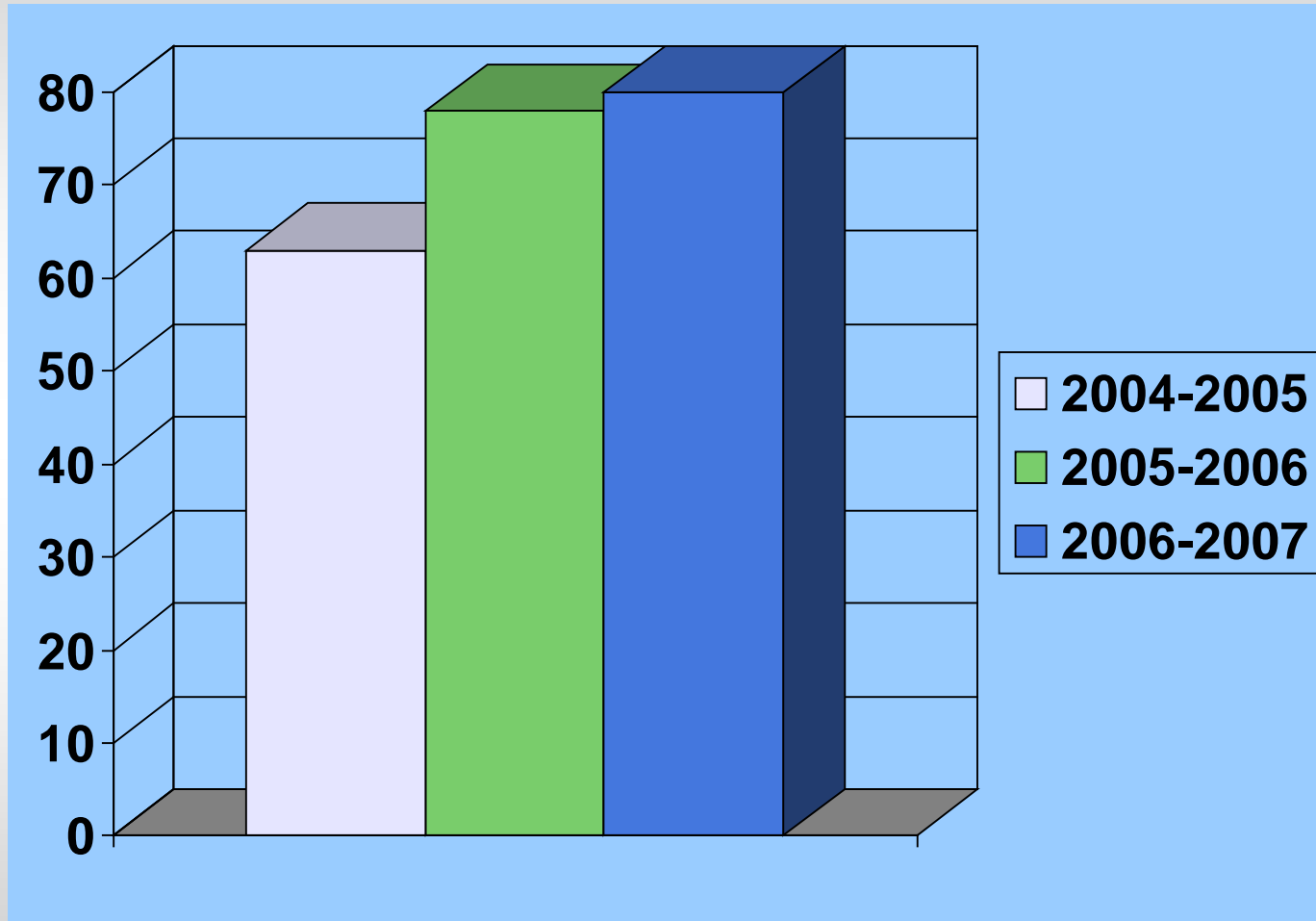
Monroe Township, Middlesex County

Example Projects

- Develop and implement new units of study based on curriculum
- Book study and implementation of techniques
- Refinement of current teaching or methods (diff. instruction, questioning, etc.)
- Design tiered (Differentiated) activities for the classroom
- Develop and implement technology lessons: **Webquests, etc.**
- Design, implement and evaluate the use of classroom learning centers
- Develop interdisciplinary projects
- Create electronic classroom portfolios
- Design independent study projects for students
- Online study with classroom implementation

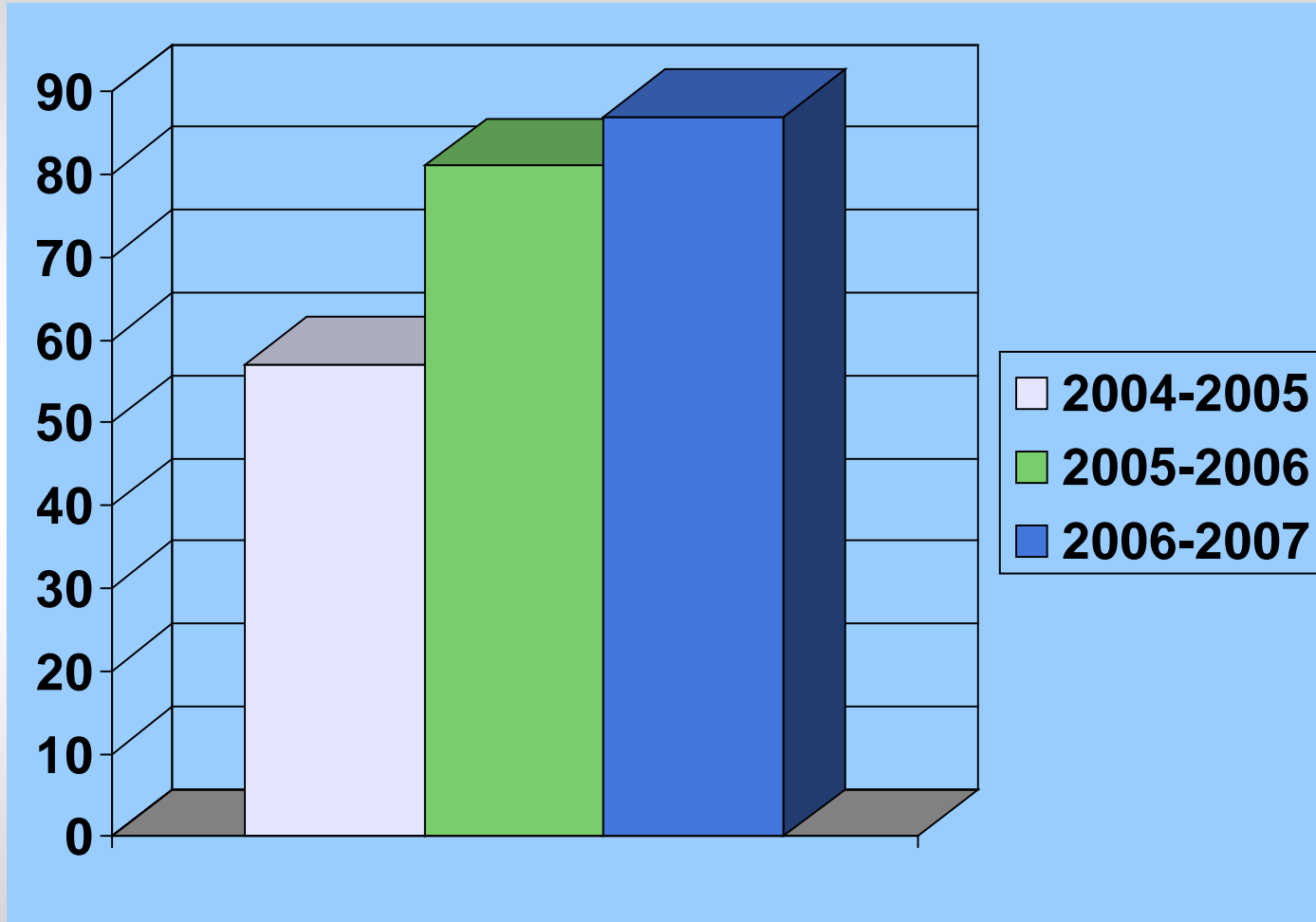# 1. The content of my professional program is related to things I must do in my classroom.
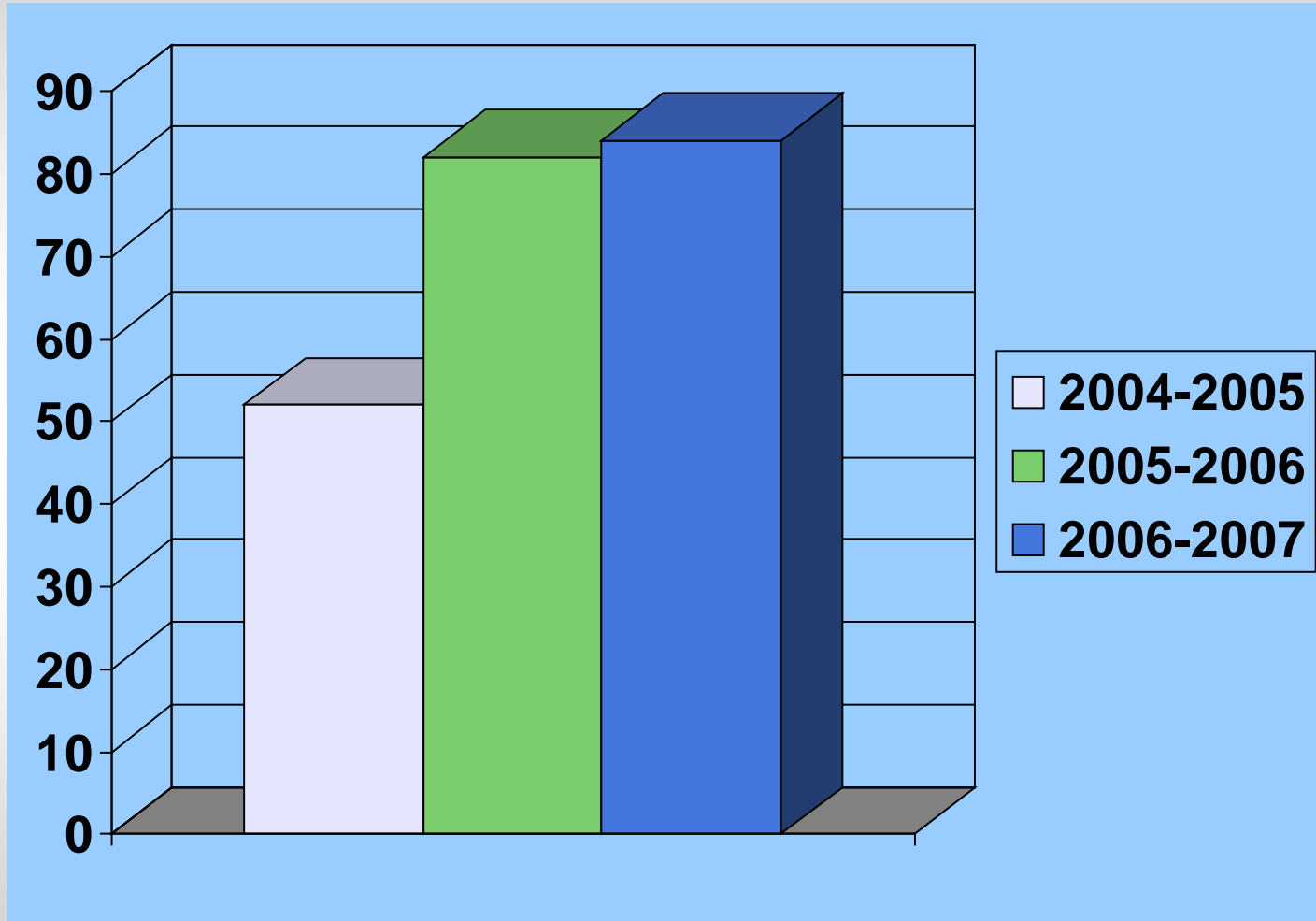
Monroe Township, Middlesex County

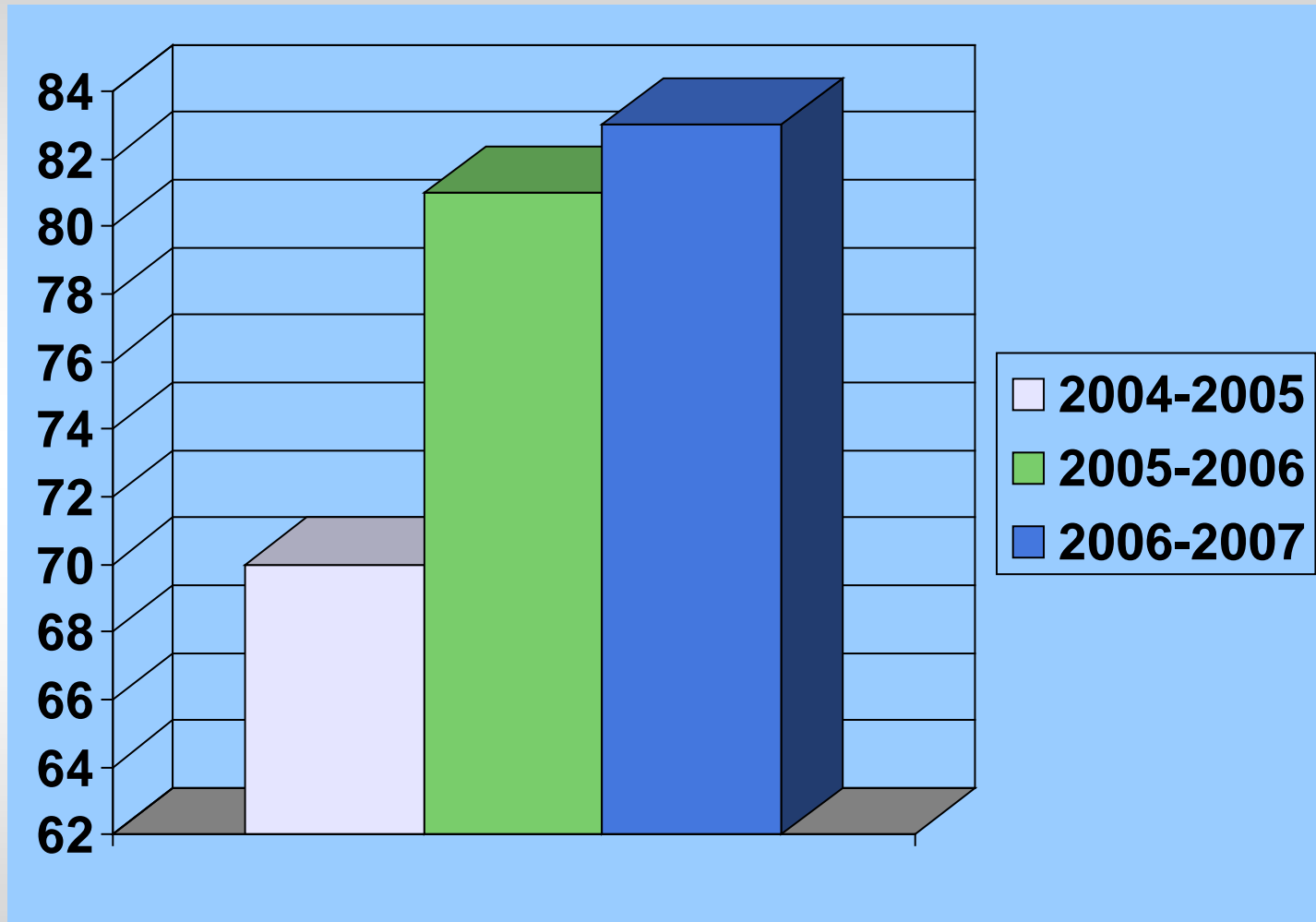2. I made specific changes in my teaching as a result of the district's professional development program.

3. I learned practical instructional strategies during professional development sessions.

4. Professional development in this district is time well spent.

Monroe Township, Middlesex County

Shared Leadership

*District leaders   * School leaders   *Teacher leaders

Teachers have long taken on leadership roles in various capacities. PLCs provide new opportunities for teachers to be involved in decision making.

How has teacher leadership expanded?

Teachers can become leaders when a supportive culture exists in a school.

How do you grow and support teacher leaders in Monroe Township?

Personalized Project

Hall Of Fame

- 4MAT Lesson Design Units for Science and Social Studies

- Book Study – ***Classroom Instruction that Works***

- Japanese Culture

- Data Analysis of NJ ASK Scores in LA and Math for Grade 4

- Sports Injury Care and Prevention

- Using UnitedStreaming in the Classroom

- Teaching Language Arts in the Double Period Block

- Mathematics Lesson Study

- Webpage Design

- "EnVision" a Great Year in Mathematics

Monroe Township, Middlesex County

Personalized Project Hall Of Fame

- Hands-On Internet Safety

- Poetry in Motion

- Integrating Literacy, Math, and Science to Create an Outdoor Classroom

- Using Misbehavior as a Guide to Assess Children's Needs

- Science Skills Development through Tiered Instruction

- Storytelling Theater

- Creating a Cultural Mosaic

- Reading Symposium

- Memoirs of a Young Author

- Leonardo – The Second Grade Boy Wonder
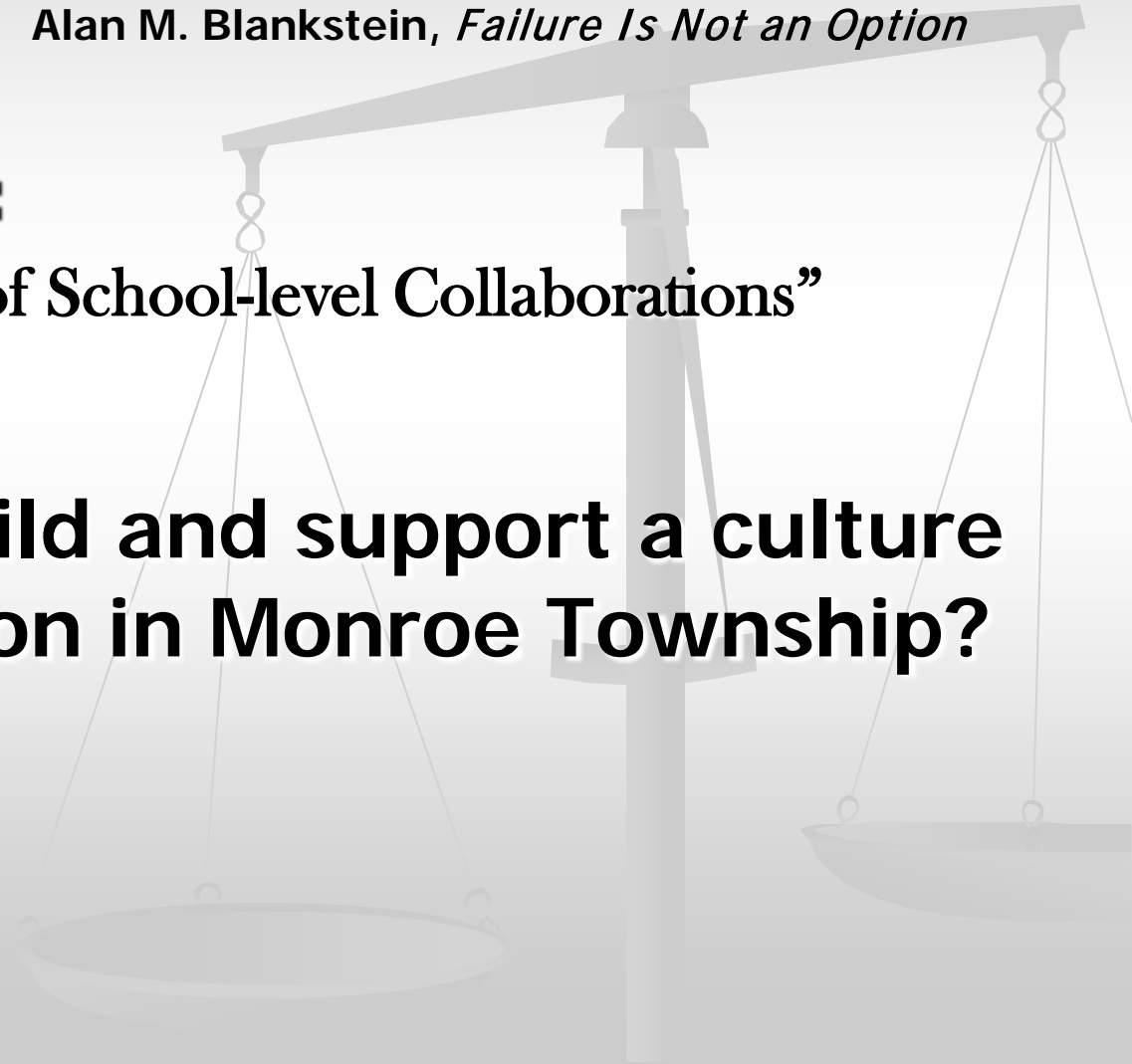
Monroe Township, Middlesex County

"It is more common to find school professionals who say they are part of a 'learning community' than it is to actually find a professional learning community in operation." **Alan M. Blankstein,** *Failure Is Not an Option*

Webinar number 3:

"Building A Culture of School-level Collaborations"

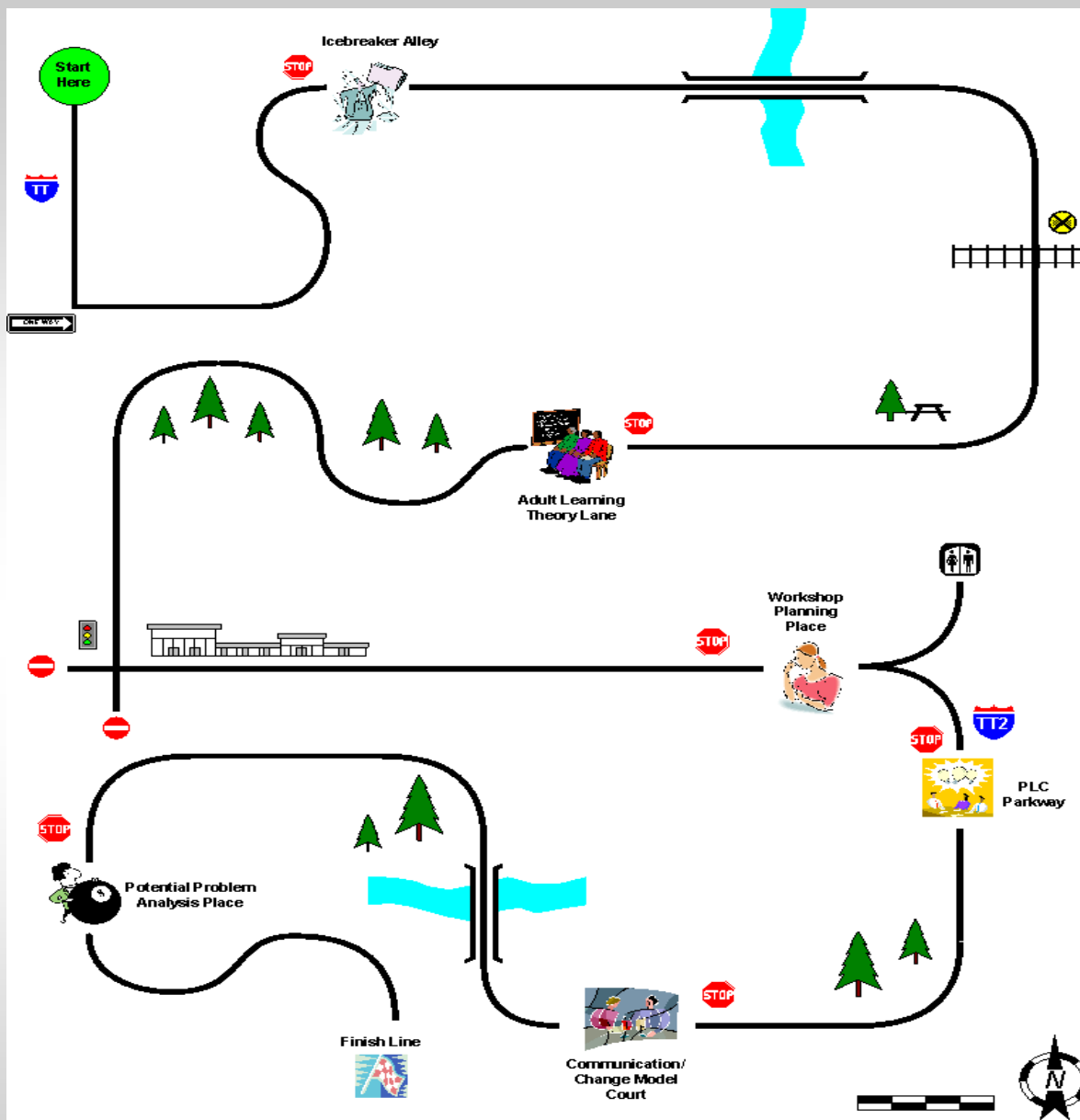# How did you build and support a culture of collaboration in Monroe Township?

BUILDING YOUR CAPACITY

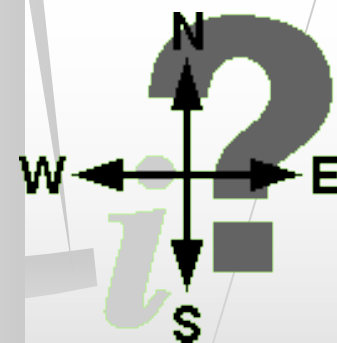*Monroe Township Public Schools*
TRAIN THE TRAINERS

Presented by: Lewis Stonaker
and Stephanie Goldberg
June 30th& July 1st, 2008
M.T.H.S. Media Center

MONROE TOWNSHIP, MIDDLESEX
COUNTY

Roadmap For Building Capacity

Monroe Township, Middlesex County

Adult Learning Theory

Adult learners typically…

- respond to new learning better when it meshes with their past experiences

- want to focus on specific topics that have some relevance to their lives

- want solid answers to their questions, especially if they are putting new learning to immediate use

- want to practice and reflect on a new skill in a realistic, but safe environment

- appreciate being recognized for their experience and expertise

- want to be involved in making decisions about their own learning

# STRATEGIES TO CREATE AND MAINTAIN PLC'S IN YOUR COURSE

- Form PLC's based on interest and ability, by grade level, subject area or by teacher requests

- Complete Goals/Objectives section of lesson template before each training day

- Meet with each PLC on full training days and one PLC on ½ days

- Schedule times to check progress throughout year using email, electronic journals, phone contact, etc.

Monroe Township, Middlesex County

STRATEGIES TO CREATE AND MAINTAIN PLC'S IN YOUR COURSE

• Take part in the scheduling (along with the assistance of the Staff Development Coordinators) of classroom observations.

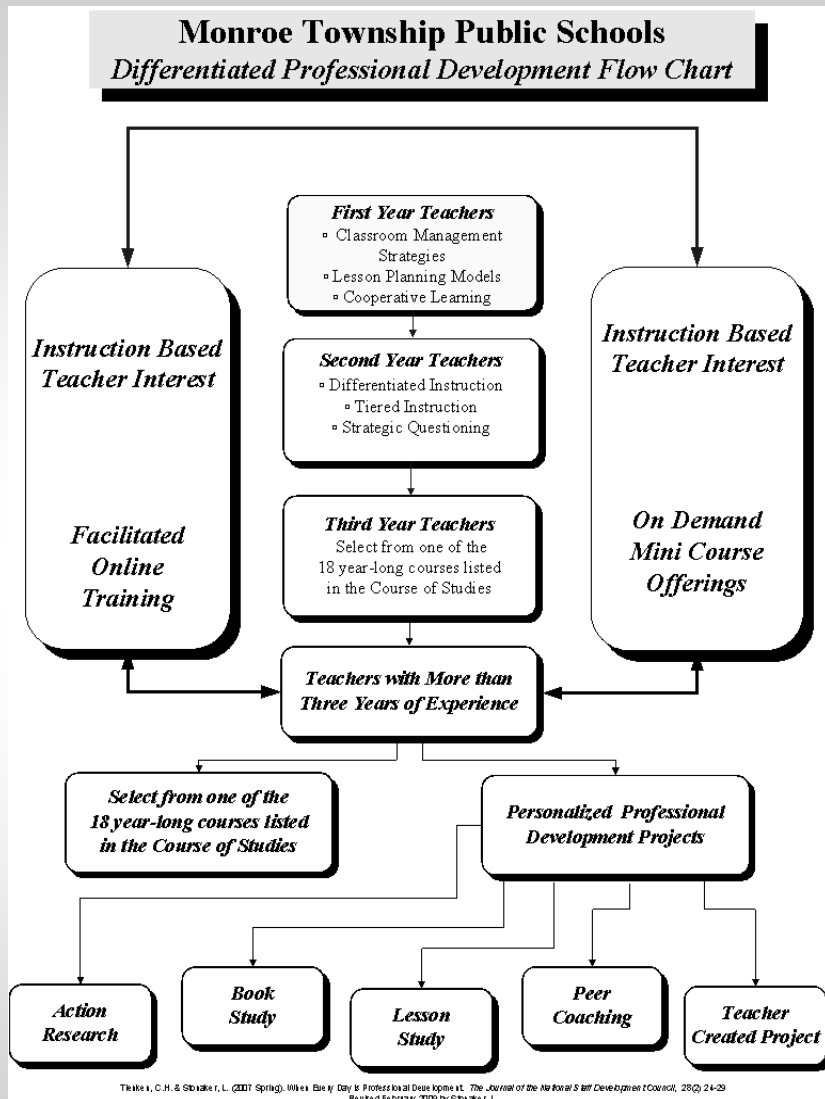• Celebrate successes by acknowledging the accomplishments of the PLC

5. The presenters of my professional development were knowledgeable and effective.
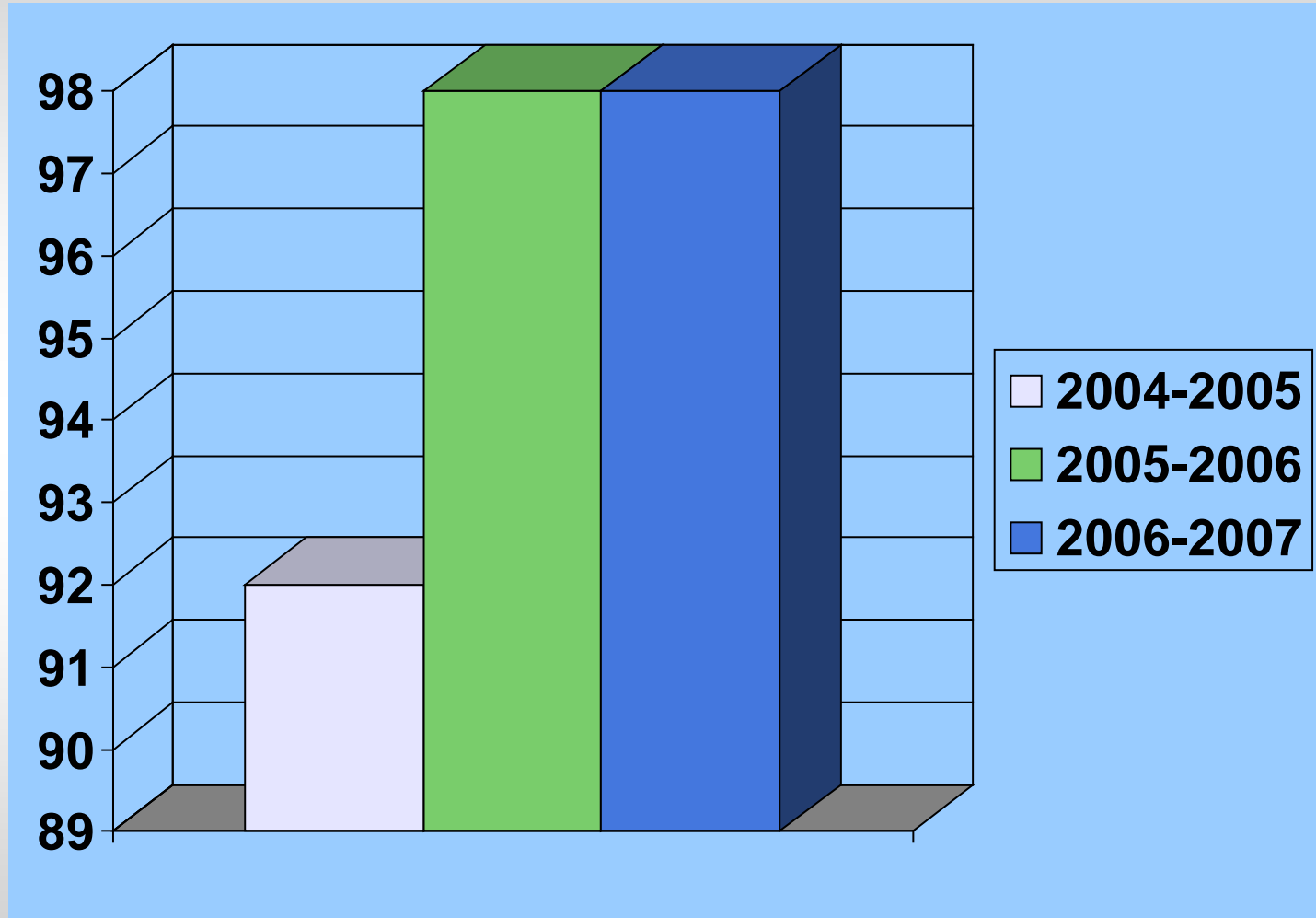
Program Overview

- **Four Tiered, Differentiated Structure designed based on feedback from needs-assessment survey**

- **Addresses organizational goals of the district and personal growth interests of teachers**

- **Maximizes the internal capacity of staff as teacher-leaders and PD providers**

- **Provides for year-long learning**

Monroe Township, Middlesex County

Pat Wright
Chief School Administrator
Spring Lake

H. W. Mountz School

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Staff Development Coordinator
Monroe Township Public Schools Website
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http://www.monroe.k12.nj.us/monroenj/site/default.asp

The Leadership Focus for Student Learning

If outside experts tell, rather than engage, teachers, the opportunity for collaborative and collective sharing and expanding of baseline knowledge is lost. When leaders recognize the broad knowledge of teachers and commit to constructing collaborative process to enable teachers to share that knowledge, they create a culture that nurtures continuous improvement and learning.

Marsha Speck and Caroll Knipe, Why Can't We Get It Right? Corwin Press, 2005

RESOURCES TO LEAD YOUR DISTRICT'S PLCs

Finding Time for Professional Learning. (2008) *Valerie Von Frank, ed.* **National Staff Development Council.**

Leading Professional Learning Communities: Voices from Research and Practice. (2008) **S.** **Hord and W. Sommers. Corwin Press.**

Failure Is Not an Option. **(2004) Alan M. Blankstein. Corwin Press.**

*Collaborative professional learning in school and beyond: A Toolkit for New Jersey Educators. (***2008) NJ DOE.**
To obtain access to the toolkit send:
Name of district or NJ affiliation and your email address
to
Teachpd@doe.state.nj.us

RESOURCES TO LEAD YOUR DISTRICT'S PLCs

- *Leadership and Sustainability: Systems Thinkers in Action.* **(2005) Michael Fullan. Corwin Press.**

- *Leading for Results.* **(2007) Dennis Sparks, Corwin Press.**

- *Learning by Doing.* **(2006) DuFour, Dufour and Eaker, Solution Tree.**

- *Powerful Designs for Professional Learning.* **2nd edition. (2008). Ed. Lois Brown Easton, National Staff Development Council.**

- *Accelerating Staff and Student Learning.* **(2009) Kay Psencik, Corwin Press.**

RESOURCES TO LEAD YOUR DISTRICT'S PLCs

- *Assessment <u>for</u> Learning: Putting it into practice.* (2003) Paul Black, et al., Open University Press.

- *Schools as Professional Learning Communities.* (2009) Sylvia M. Roberts and Eunice Z. Pruitt, Corwin Press.

Web Sites

www.nsdc.org – National Staff Development Council (NSDC), Professional Learning in the Learning Profession study, NSDC definition of Professional Development

www.njstaffdevelopment.org – NJ affiliate of NSDC

www.njascd.org – NJ affiliate of ASCD

www.solution-tree.com – provider for PLC training and publications

www.leadandlearn.com – focuses on education research and practice, e.g., shared leadership, formative assessment, data teams

www.allthingsplc.org – information on PLC research, best practices and exemplary sites throughout the U. S.

www.nsrfharmony.org – protocols for team learning

Ask Your Questions
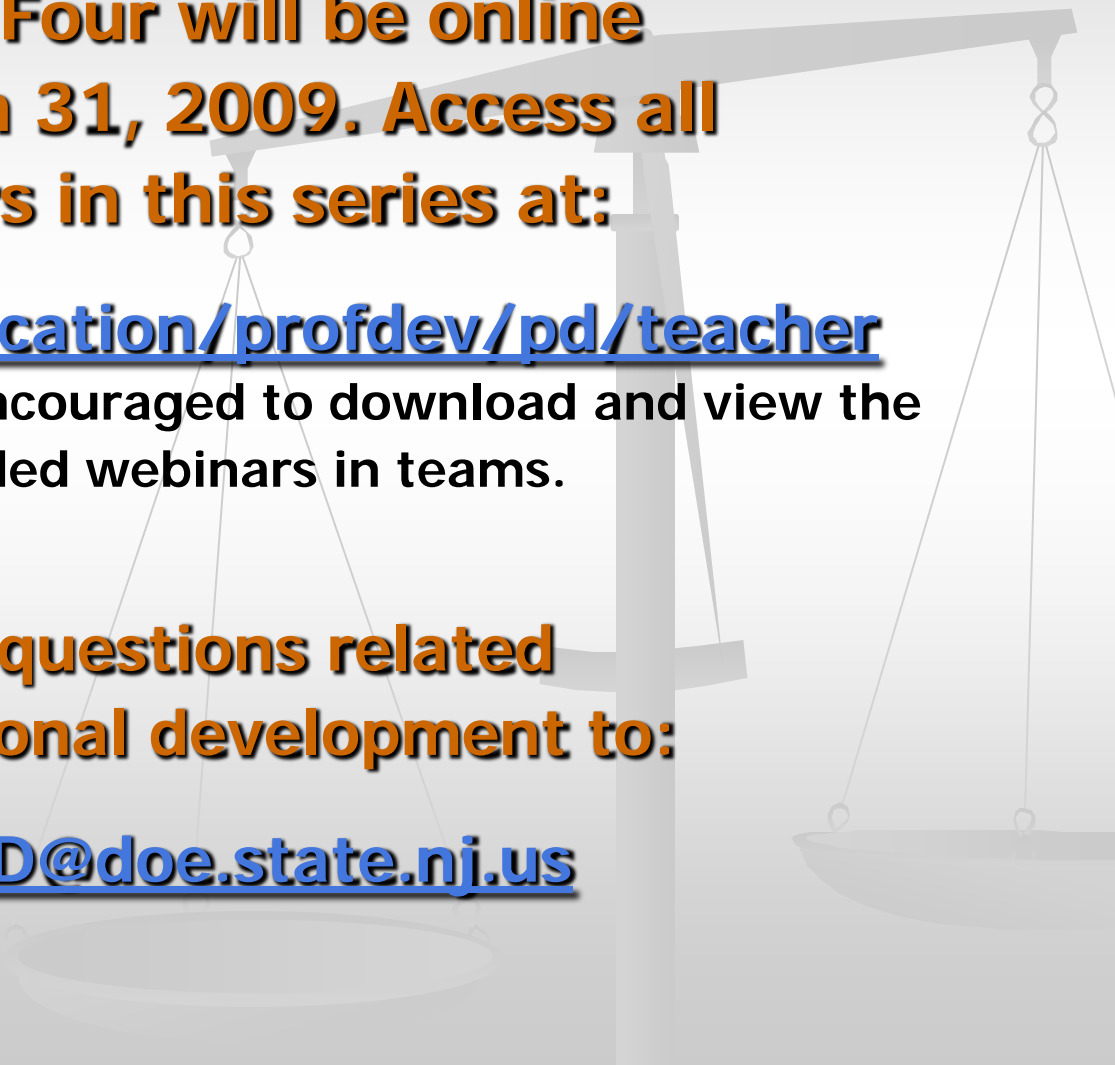
Locate the hand icon at the top left of the screen.
Locate the microphone icon at the bottom left of the screen.

- To ask a question, click once on the *hand* icon located at the top left of the screen. <u>A hand icon will appear next to your name.</u>

- Wait until the moderator recognizes you; when you are given the **go-ahead**, click once on the *microphone* icon at the bottom left of the screen and ask your question. Designate to whom you want to address the question.

- After asking your question, **immediately** click on the *microphone* icon to release it.

- Listen to the response.

- Questions will be taken in numerical order.

Webinar Number Five

TOPIC: Building the Commitment to Professional Learning Communities: how the entire school community supports the norms, practices, and values that enable learning teams to work effectively to reach their goals for improved student learning.

Notification of the next webinar will be sent to district superintendents.

**Webinar Four will be online
after March 31, 2009. Access all
webinars in this series at:**

www.nj.gov/education/profdev/pd/teacher

**Districts/schools are encouraged to download and view the
prerecorded webinars in teams.**

**E-mail questions related
to professional development to:**

TeachPD@doe.state.nj.us